



## Inspection Report

**Lucy Pierce**

**Boncath**



**Date Inspection Completed**

02/08/2023

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post-registration inspection.
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

**Welsh Government © Crown copyright 2023.**

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)  
You must reproduce our material accurately and not use it in a misleading context.

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

For further information on ratings, please see the end of this report

### **Summary**

Children are comfortable, confident, and content in this child minder's care. They know they are listened to, and they develop positive relationships with the child minder and others. They have good opportunities to develop their individual skills, through engaging play activities.

The child minder follows effective procedures to keep children safe and healthy. She interacts with children with genuine warmth and plans the care well to meet children's individual needs. The child minder is motivated and passionate about her role in supporting children's development.

The child minder provides a safe and stimulating environment. She plans the environment effectively to meet children's needs and enable them to develop their independence and confidence. The child minder provides engaging play areas and a good range of resources which meet children's interests and support their skill development.

Leadership and management at the service is good. The child minder is organised and monitors the setting effectively to ensure she provides good quality care and meets regulations and national minimum standards. She completes regular training and is committed to ongoing improvement. She communicates well with parents about the service she provides and their children's well-being and development.

## Well-being

Good

Children are confident communicators because their wants, needs and moods are considered consistently. They are able to choose their play activities, snacks, and whether to play inside or outside. They are given plenty of time to make decisions. For example, during our visit, a young child looked through a drawer, mulling over their preferred containers to use for their play. They showed the child minder various options and changed their mind a few times before settling on resources they were happy with. They confidently voice their preferences and wants, verbally and non-verbally and they receive a consistently positive response. They know the child minder will listen to them when they point to what they want or ask questions with their developing communication skills.

Children feel very safe and valued. They are clearly very comfortable, relaxed, and happy in the child minder's care and in the company of her family. They spontaneously give hugs and are pleased to see the family when they arrive home. A child is happy to store their comfort item when it is not needed and retrieves it confidently and independently when they are tired.

Children interact well with others. They play nicely with each other and follow the child minder's guidance. They are learning to treat each other kindly. For example, a child brushes another child's hair gently and speaks softly to dolls when playing with them.

Children are enthusiastic and interested in their play and learning. They smile and laugh when engaged in a range of interesting activities. For example, during our visit, a child was very engaged and showed great delight as they carried buckets of water back and forth from a tap to the sand pit and poured it into the sand.

Children experience appealing play and learning opportunities that promote their all-round development and enable them to confidently follow their own interests. For example, they develop their physical skills through sensory play, craft activities and walks in the local area. Children have good opportunities to develop their independence skills, enabling them to do things for themselves successfully. For example, a child perseveres to remove their own waterproofs and wellies, with gentle encouragement from the child minder.

## Care and Development

Good

The child minder follows robust procedures to keep children safe. She updates necessary training regularly and has good knowledge and understanding of her duties to keep children safe and well. She has a clear understanding of her responsibilities in relation to safeguarding. The child minder follows good hygiene practices by following recommended procedures for nappy changing, ensuring regular handwashing, and providing clean bedding for individual children on a daily basis. She supervises children well, including when they are sleeping, and gives safety reminders if they are needed. The child minder actively promotes a healthy lifestyle by making outdoor play a significant element of her care and by ensuring there is always water available for children to drink. She provides a choice of fruit as snacks which children help themselves to from the fruit bowl.

The child minder effectively and positively supports the development of children's behaviour and social skills. She always interacts with children very kindly and affectionately, giving regular verbal praise and encouragement, such as, "*you're getting good at that*". She enjoys her role as a child minder which is evident in the care she provides. She is sensitive to children's individual needs and gets to know children's individual skills and preferences well. She allows children time to think through problems and encourages children to do things for themselves. For example, she encourages children to put on their own hats before going out to play and to get the step to reach the handwash basin.

The child minder plans a range of exciting activities for children which promote their all-round development, both indoors and outdoors. She is motivated and continues to expand her professional knowledge through additional training and research. For example, she takes advantage of the resources provided by the Welsh Government in relation to children's learning and development. She observes children's development carefully and gives detailed feedback to parents, daily, in person and via private messages, as well as keeping her own records. She places a strong focus on the child's voice and regularly identifies the next steps for children's development, planning activities to support them to achieve these. The child minder is developing the use of the Welsh language at the setting and uses a little incidental Welsh such as saying '*da iawn*' (well done) and using Welsh vocabulary for colours and numbers.

## Environment

Good

The child minder follows effective procedures to keep the environment safe. She writes risk assessments and reviews these regularly. She secures her home from unauthorised access by keeping the doors locked. There are safety measures in place to reduce risks to children, such as stair gates and cupboard locks. The child minder arranges for regular checks to be completed on smoke alarms and the central heating system. She completes regular fire drills with the children, ensuring all children have the opportunity to practise. The environment is well-maintained, clean, and a comfortable temperature.

The child minder has prioritised children's needs when setting up her home environment. The environment provides good play opportunities, both indoors and outdoors. Children are able to move freely within the play environments. Indoors, they complete activities at a small table and chairs and at trays on their level and on the floor. They also have use of a dining area with a table and chairs for eating meals and snacks and doing table-top activities. The child minder has effectively planned the environment to encourage children's independence. They can easily access resources stored at a low level, which include toys and other items for their daily routine, such as aprons, individual towels, and paper towels. There are low pegs for children's coats and bags which they access confidently. The child minder has installed a toilet and handwash basin for children to use when playing outdoors. She has developed the outdoor play area to provide interesting play opportunities such as a music making area, mud kitchen and chalking area. She ensures the outdoor play area is used as often as possible.

The child minder provides a good range of resources which stimulate children's curiosity and interest. There are plentiful resources to meet a range of interests and allow children to develop their independent play. For example, the tray in which the child minder provides changing sensory resources for the children to explore contains funnels, scoops, paper cones and various containers. The children can also access additional resources for this activity, independently. The child minder had also set up an 'office' role play area with a typewriter, pens, paper and phone for an older child. She provides a suitable range of resources which promote equality and diversity, including dressing up clothes, books and dolls.

## Leadership and Management

**Good**

The child minder has a strong vision for the service which she shares with others. She puts the voice of the child at the centre of her provision and is committed to providing good quality care. She provides relevant and clear information to parents in her statement of purpose and policies. She updates policies at least annually. Following our inspection visit, the child minder completed some minor updates to two policies based on our discussion. She did this after careful thought and reflection.

The child minder has effective record-keeping systems. She keeps records in an organised manner and in line with regulations. These include records of children's personal details, attendance, accidents, injuries and the administration of medication. The child minder plans her service well to ensure she stays within the conditions of her registration. She also updates all relevant insurances and checks, such as Disclosure and Barring Service (DBS) checks in a timely manner.

The child minder has established a good system for reviewing the quality of care she provides. She involves parents and children in this review and identifies targets for further improvement. The child minder actively engages with the support available from the local authority, making changes based on their recommendations. She communicates with Care Inspectorate Wales (CIW) where needed and she took prompt action on recommendations discussed during the course of this inspection. The child minder is motivated and takes pride in the ongoing improvement of the service she provides.

The child minder has effective partnerships with parents. She agrees contracts with them and reviews these regularly. She seeks detailed information about children's needs and preferences when they start at the setting and communicates effectively with parents about children's ongoing development. Feedback from parents, obtained by the child minder, shows that parents are extremely happy with the care provided. The child minder is developing online communication with other child minders to share ideas and good practice.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
------------	---------	--------



N/A	No non-compliance of this type was identified at this inspection	N/A
-----	--	-----

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

### Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

**Date Published** 12/09/2023